

THE RELATIONSHIP AMONG GENDER, GENDER ROLE ATTITUDES, AND  
THE ANTICIPATED COMMITMENT TO CAREER, MARRIAGE, FAMILY, AND  
HOUSEWORK

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The relationships between gender, gender role attitudes, and participants' anticipation of future life roles (career, marriage, family, and homecare) were examined. Participants consisted of 297 single college students between the ages of 17-29 years ( $M = 20$ ). Females reported significantly ( $p < .01$ ) more egalitarian gender role attitudes than males. Significant results were found for the relationship between gender and anticipated life roles ( $p < .01$ ) as well as between gender role attitudes and anticipated life roles (career role value,  $r = .14$  and marital role value,  $r = -.18$ ). The study findings suggest a possible gender conflict for females with more egalitarian gender role attitudes and behavior intentions and their male counterparts.

According to conventional wisdom, young adults may feel that they can have it all: a successful career, marriage, family, and home. While this may be a possibility for some, it will not be accomplished without sacrifice. Young adults today appear to have more life-role choices than previous generations when choosing among the options of having a career, marriage, children or all of these. According to Novack and Novack (1996), 67% of university men and 49% of university women would choose a career over a family. However, among the same population, 67% of females and 84% of males believe that females should be the primary caretakers (Novack & Novack). These conflicting, anticipated behaviors call to question the gender role attitudes that determine these expectations. It is simplistic to classify them as either liberal or conservative. Female participants who would choose a career over family could be considered “liberal”, yet many of them simultaneously adopt the “conservative” view that women should stay home with their children. This contradiction creates doubt regarding their actual behavior intentions.

While some researchers suggest that many women who continue to stay home with their children are making this choice (Spain & Bianchi, 1996), other researchers believe it has more to do with the structure of society and our gender role attitudes (Crittenden, 2001; Kerpelman & Schvaneveldt, 1999; Novack & Novack, 1996). Overall, current studies on gender role attitudes have found that young women’s attitudes are increasingly more egalitarian or liberal compared to men regarding career, marriage, and family (Harris & Firestone, 1998; Kerpelman & Schvaneveldt; Willets-Bloom & Nock, 1994). However, females’ more liberal attitudes are slow to lead to corresponding gender role behaviors (Harris & Firestone). For example,

among those women from Novack and Novack's (1996) study who would choose a career over a family, 85% said they would be "very likely" to "somewhat likely" to move to advance their spouse's career. Comparatively, only 22% of men who said they would choose a marriage over career would be "likely" to move for their spouse's career. These numbers reflect fairly traditional behavior intentions for both men and women, which creates doubt as to how much contemporary gender role attitudes and/or behaviors have really changed as much as research has found.

### *Gender Role Attitudes and New Career Opportunities*

There is little doubt that young women have increasingly liberal attitudes toward their anticipated roles. Novack and Novack (1996) found that almost 80% of the males and females surveyed intended to pursue an advanced degree. They also found no significance when comparing men and women's choices for college majors, implying that the women in this sample are no longer limiting themselves to traditionally "female" majors. Spade and Reese (1991) also found that young females have equally strong commitments to work as men and have similarly high expectations for income as their male peers. Both men and women expect to postpone families until their late twenties.

Another study by Hallet and Gilbert (1997) compared female college students that were either labeled as role sharing or conventional. The role-sharing group desires a dual-career marriage that also includes a family and equal division of housework. The conventional group expects the traditional family structure where the husband works and the wife cares for the children and house. The results showed that the role sharing participants consider a career a crucial part of their identity, have

higher self-esteem, and are not worried about being able to combine work and family (Hallet & Gilbert). Their prediction that they will work is probably more realistic than the conventional group. Roughly half of all women with children under eighteen do work full-time (Crittenden, 2001).

Peplau, Hill, and Rubin (1993) found that even the conventional or traditional group may work, despite their earlier beliefs. This long-term study compared what traditional and nontraditional young adults said they were going to commit to and what their actual execution of these behaviors were fifteen years later. They found that traditional women were just as likely to be employed full time, even if they had not anticipated working in the future. While many young women have egalitarian gender role attitudes and traditional behavior intentions, they may find themselves in a situation where they have to work for financial reasons. However, when women work, they tend to maintain the primary responsibility of the children and home in addition to their job. When females attempt to execute their liberal plans, they will face our society's obstacles regarding gender roles, attitudes and behaviors.

The first obstacle for females is time. Research shows that because of the extra time constraints required from females to have and raise a child, women will have less time to accomplish their education and career goals compared to men. (Greene & Wheatley, 1992). Their intentions to obtain a higher degree and manage a successful career become increasingly difficult when they realize that they will have to combine these plans with a spouse and family (Novack & Novack, 1996; Crittenden, 2001). Today, women are similar to men in their expectations for their careers, but they continue to place high importance on family (Rogers & Amato, 1996). This means

that women will be caught in an internal bind between their career goals and society's pressure to stay home with their children (Novack & Novack). Dempsey (2000) found that both male and female participants from urban and rural areas believed that it is the woman, rather than the man, who should be the primary caretakers for the children. Males believe that their role in the workplace is most important in their future plans and do not picture their family role as strong as their wife's role (Crittenden). Consequently, women can have a career, as long it does not interrupt raising the family (Novack & Novack). Crittenden explains that the one thing that has remained is that women are still the ones who have to adjust their lives to accommodate the needs of children, manage the housework, who sacrifice status, income, advancement, and independence. As long as this imbalance exists, it is quite difficult to expect young women to take full advantage of these new opportunities and equate them to men's opportunities.

A second obstacle that women will face in our society is the delay in the career path they will be asked to take to bear and raise children (Crittenden, 2001). It is likely that women who choose to have a child will have to either take significant time off to raise the child, or at least, reduce the number of hours they work. Depending on their field of work, this reduction in hours or time off can be detrimental to their careers. (Crittenden; Willets-Bloom & Nock, 1994). For example, if we look back at the working women of the baby boom generation, statistics show that women without children were twice as likely to have a successful career (Crittenden).

A third obstacle is self-perception differences between men and women. Spade and Reese (1991) found that, although college females in their study had higher

GPA's than males, they are likely to see themselves as less able, academically, than males. Males, however, tend to overestimate their abilities. Spade and Reese explain that these results support a gender socialization model in which males and masculine things are valued and females and feminine things are devalued. This is not only an example of exposed traditional values in future attitudes and behaviors, but suggests that we still live in society where men are expected to be superior (Spade & Reese). Another study found that their participants had a greater acceptance of men exhibiting a self-absorbed attitude, but tended to have more negative feelings toward women expressing the same self-absorbed attitude (Carroll, Hoenigmann, & Whitehead, 1996). Our society's acceptance of the male superior attitude could definitely contribute to the continued problems in the paid workforce for women.

A final issue women will face is discrimination in the work place (Kerpelman & Schvaneveldt, 1999; Spade & Reese, 1991). The 1963 Equal Pay Act ensured that men and women were paid equally for identical jobs. While this seemed to satisfy most individuals, Spain and Bianchi (1996) point out that women and men are often not in identical jobs. The average woman can be in an *occupation* that is significantly female-dominated, but a *job* that has an even greater percentage of females. An example of this is a woman who works in an elementary school, which is a female-dominated occupation, but works as a secretary within the school, an even greater female-dominated position within the school. Two strategies have been used to address this issue (Spain & Bianchi). First, attempts were made to guarantee equal and sometimes preferential treatment for females' access to educational or employment opportunities (Spain & Bianchi). This strategy was seldom questioned and had fairly

widespread compliance until the 1980's when some argued it was either not necessary anymore or that it had created a new form of discrimination against white men. A second effort was to pay workers with dissimilar jobs but with equivalent skills the same salary. Spain & Bianchi refer to a popular example of the daycare worker (typically female) making less than parking lot attendants (typically male); comparable worth would ensure the higher salary for the two jobs.

Crittenden (2001) refers to the U.S. Government's Dictionary of Occupation Titles that became infamous in the 1970s when a study revealed that female occupations were on the lowest possible level of complexity. Traditional women's work, like nursery school teacher, was classified as custodial labor. These positions ranked much lower than male jobs such as marine mammal handler, barber, and bus driver. Things have not changed much today as "female" jobs continue to pay lower than other jobs (Firestone, Harris, & Lambert, 1999). "Female" jobs such as teacher, daycare worker, and secretary are generally the most flexible for childrearing. As long as women are responsible for childrearing, these lower paying, undervalued positions will continue to be filled primarily by women.

Chusmir (1990) found that when men enter these "female" positions, they make more money, obtain quicker promotions, and monopolize the prestigious leadership positions. Chusmir even suggested that this information be passed on to career counselors, so they can encourage young men to take advantage of these opportunities. In this context, women should be happy about the desegregation of female-dominated positions, because salaries will increase slightly because some men are interested (Chusmir). However, those same men that increased the job value will



still be paid more and promoted faster, simply because they are men. Gender discrimination in the workplace continues to influence women's choice to raise their children.

### *Conflicting Gender Role Attitudes and Behavior Intentions*

Even with liberal changes in attitudes, Pepleau et al. (1993) found no evidence that egalitarian women rejected the idea of having children. This explains why these liberal-minded women do not wish to sacrifice children altogether for their careers. The role-sharing or non-traditional participants in Hallett and Gilbert's (1997) study expressed their desire to have a spouse who contributed to domestic work and childcare when they considered the possibility of children. They also expressed very little concern for problems combining their ambitious intentions to combine career, family, and spouse. The researchers offer two possible explanations for these participants' confidence in their future. First, it is possible that women in this role-sharing group feel comfortable with the idea of daycare, anticipate spouse participation, plan to have children at a later time in their life, and have taken the time to think these issues through. Second, it could also be that they have very little understanding of how difficult these issues can be due to their lack of experience in these roles (Kerpelman & Schvaneveldt, 1999).

This lack of experience may also explain the results of a study that found conflicting attitudes and behavior intentions (Shroeder, Blood, & Maluso, 1992) This study also examined the gender role attitudes of contemporary young women. However, they found that although these women hold egalitarian views, they still anticipate surprisingly traditional lifestyles after college (Schroeder et al.). Schroeder

et al. compared females and their parents to determine what similarities and differences exist between these generations. Their results suggest that little change in attitudes towards lifestyle preferences has occurred between these two generations. The majority (56%) of daughters planned to discontinue a career until their youngest child is in school. In reality, this does not seem to be taking place. It is estimated that 73% of women of childbearing age are now in the workforce including at least 51% of married women with babies less than a year old (Schroeder et al.). While these women are liberal in their beliefs about career and family roles, their behavior intentions are not. Harris and Firestone (1998) found a shift among all cultures towards egalitarian beliefs, but also explained that behaviors are slow to follow a change in attitudes. Their attitudes may change once they experience these roles for themselves (Kerpelman & Schvaneveldt, 1999).

While most researchers have found that females are generally more liberal than their male counterparts, a recent study examined whether these egalitarian views were expressed because young women felt these were socially desirable views (Theriault & Holmberg, 1998). Social desirability was controlled for when comparing gender role attitude and behavior intentions. While they had expected to find that women high in social desirability would express liberal views, they found just the opposite. For example, these young women were hesitant to advocate salaries for homemakers or expansion of day care alternatives. Similarly they tended to have traditional beliefs regarding relationships. They supported traditional beliefs such as, *“It is not necessarily bad for men to offer their seat to women on a bus, initiate dates, and offer*

*admiring looks and glances* “(Theriault & Holmberg, p.108). The researchers offered an explanation for the surprising results.

One possibility may be that we are seeing a backlash against feminism. These women consider the major battles of feminism to be won and feel comfortable expressing their “old-fashioned girl” views. The participants overwhelmingly agreed that women have as much right to a career as men, and that men and women should share housework and childcare responsibilities. These issues were considered non-controversial. The researchers expressed concern with respondents’ level of comfort with women’s issues. Considering the slow progress with job equality and the steady rates of violence against women and their children by men, young women’s complacency is concerning (Theriault & Holmberg, 1998). These studies do confirm women want to have it all. They want equal opportunities as men, but also want to be treated like old-fashioned girls. These role conflicts seem to exist as much within genders as between.

Kerpelman & Schvaneveldt (1999) aimed to find differences within men and women and their anticipated roles instead of differences between genders. These researchers believe that a family-oriented man and family-oriented woman have more similarities than differences, even though they are different genders (Kerpelman & Schvaneveldt). They found a group of family oriented men who claimed to value family over career. What is important is that even these “family-oriented” men intend to have full-time jobs and careers, and can justify their long hours at work by their role to provide for the family. Jome and Tokar (1998) found that traditional and non-traditional men did not differ in their anticipated career conflict such as difficulties

concerning success, power, and competition or conflicts between work and family relations. Again, when men are considered non-traditional, this does not mean they have any intention to sacrifice their career to raise the children. According to men and, surprisingly women, raising children is still considered women's work (Dempsey, 2000; Novack & Novack, 1996).

### *Women's Choice*

Although research shows that the majority of men and women believe that women should be the primary caregivers for children, young women should consider why men actively support this decision. Women may not be aware of how their choice impacts their career goals and benefits men's careers. Crittenden (2001) argues against the view that it is women's choice to sacrifice their career to have children, and discusses some of American society's contributing decision factors:

If the people who opt to nurture and educate the next generation are systematically handicapped in the labor market, if they find it hard to make a decent living or get ahead without neglecting their children, why should we care? It's their choice...but mother's choices are not made in a vacuum. They are made in a world that women never made, according to rules they didn't write. p.234-5

Women's frustrations include the government's tax codes that heavily impact the working mother, the lack of flexibility in the work place for a shorter workday for the working mother, and the lack of assistance given by working fathers that would make a family and career more feasible for the working mother (Crittenden). Polatnick (1993) suggests that because men benefit from women making career sacrifices today,

they will continue to ignore, resist, and avoid the initiation of reform proposals in this area.

It would be helpful for young women to look closely at both the costs and benefits of either men or women staying home with the children. Polatnick (1993) explains that money is a source of power for men. Polatnick argues that although it is no longer possible for a man to forbid a woman to work, the continued allocation of childrearing responsibility, results in the same end. Other researchers would agree with Polatnick that both men and women still have the desire to have children (Novack & Novack, 1996), but the question of whether it is women's choice to raise them and suffer the consequences still remains (Polatnick).

In addition to describing the benefits of men's careers, Polatnick (1993) also describes the disadvantages for women regarding the maternal role. Women must sacrifice their career at a crucial point in their paths to stay home and raise the children. It is likely that many mothers who return to the workforce after a significant delay will experience more costs than benefits (Willetts-Bloom & Nock, 1994). Women also lose the social connections and support network they once had when they were in the paid workforce (McPherson, Munch, & Smith, 1997). A mother's social rank is low compared to paid work, however, she does fulfill the social expectations as a woman, which may alleviate some stress depending on the type of pressure she has received from others (Kerpelman & Schvaneveldt, 1999; Polatnick).

Social pressure influences a woman's choice to fulfill a woman's role. This is often provided early on by teachers, career counselors, and family to choose majors and careers that are flexible for the inevitable career delay of motherhood (Kerpelman

& Schvaneveldt, 1999). Young women may not even be aware of the social conditioning that impact their choice to trade off their career to raise children. Crittenden (2001) provides an example of a woman whose life did not turn out to be how she had anticipated. *“I thought I was going to be a professor of literature, and then chairman of my department, and then maybe when I was fifty or so, dean. Instead, I...basically, I’m a soccer mom”*(p. 233). These are the compromises that their husbands did not have to make and because women do it willingly, society does not view it as a problem. It was their choice (Crittenden).

#### *Gender Role Attitudes and Domestic Responsibility*

A similar pattern of egalitarian gender role attitudes and traditional behavior is seen regarding household tasks among men and women. The non-traditional women in Hallet and Gilbert’s (1997) study that intended to combine a family and career have a significantly greater desire for a spouse who contributes to household tasks. In a discussion about gender contribution to household chores, Crittenden (2001) says, “The most important choice a mother can make is in her choice of a mate” (p.235). She is referring to the importance of the spouse’s participation with domestic tasks for a woman. She points to a sample of graduates from Harvard’s professional schools who were interviewed twenty years after graduation. Those who managed to pursue their goals said that a helpful husband who supported them at home was the crucial factor (Crittenden).

When behavior intentions and actual behavior are assessed, traditional beliefs and behaviors override the egalitarian attitudes. Crittenden (2001) explains that before the birth of the first child, couples tend to share housework, but something about a

baby encourages a return of traditional gender roles. Other researchers have also found that men continue to participate in significantly less housework than women, regardless of whether the woman works outside of the home (Crittenden; Spain & Bianchi, 1996). Men have picked up only part of the slack over the last two decades, an increase from only 5 to 10 hours a week (Spain & Bianchi). Even in the rare case that the mother makes more money than her spouse, she still contributes an average of thirteen more housework hours a week than her spouse (Crittenden).

Another common finding regarding housework has less to do with the actual hours spent on housework, but the couple's perception of equality (Crittenden, 2001; Glass & Fujimoto, 1994; Rogers & Amato, 2000; Spain & Bianchi, 1996).

Researchers have found that as long as both spouses perceive the objective reality to be fair, the actual hours spent becomes irrelevant (Rogers & Amato). Spain and Bianchi suggested that gender ideology might explain this finding. It could be that some women may believe that they *should* be doing the housework, so they are satisfied with any contribution from men. Nonetheless, men and women's actual contributions at home continue to be unequal.

A related study by Perry-Jenkins and Crouter (1990) compared men's provider role attitudes and their involvement in household tasks. Similarly, these men had very different perceptions of their similar, objective reality, based on their attitudes. For example, men who viewed their wife's income as helpful, but still just extra income, were less involved in traditionally feminine household tasks. It seems that the individual's perception of reality is critical to understanding the relationship between their work and their family role behavior (Rogers & Amato, 1996). While many

contemporary young women surveyed have egalitarian attitudes about who should do more housework, they may be surprised to find themselves in a traditional division of household labor.

### *Gender Role Attitudes and Marriage*

Non-traditional participants felt that the ideal woman and the ideal man are both high on instrumental and expressive traits (Lindner, Ryckman, Gold, & Stone, 1995). Traditional participants felt that the ideal woman was expressive and the ideal man was instrumental. These are the stereotypical feminine and masculine traits. Hallet and Gilbert's (1997) role sharing group of participants was found to have instrumental traits. Previous research has found that instrumental traits are related to high levels of career orientation (Fassinger, 1990). Another study (Burley, Livingston, & Springer, 1998) found that females that rated high in femininity and anticipated low occupational commitment had lower levels of anticipated conflict than less feminine, career-oriented females.

If we combine the results of this research, we find that the majority of men are traditional (Kerpelman & Schvaneveldt, 1999). Traditional men desire expressive women (Lindner et al., 1995). Expressive women are less likely to have high levels of career orientation (Fassinger, 1990). This may help to explain the continued traditional relationship despite new opportunities.

In summary, current research has found that females have more egalitarian gender role attitudes than men, yet their behavior intentions and actual behavior come into conflict. We expect to find that men express a more traditional attitude and do not significantly differ from females regarding their anticipated life roles. Research



suggests that women will express a liberal attitude and a desire to have a career, family, marriage, and housework responsibilities. This is where we expect to find the conflict between men and women. If male and female participants both anticipate a career and the male participants expect their spouse to care for the children and do the majority of the housework, then women run into a problem. Despite the new opportunities, women continue to sacrifice their career for family, while men rarely expect to do the same.

The purpose of this study was to examine the influence of young adults' gender and gender role attitudes on anticipated life role choices (career, marriage, family, housework). The results of this study will help to understand these questions:

- (1) What is the relationship between gender and gender role attitudes?
- (2) What is the relationship between gender and the anticipated commitment to future life roles (career, marriage, family, housework)?
- (3) What is the relationship between gender role attitudes and the anticipated commitment to future life roles (career, marriage, family, housework)?

Previous research suggests that there will be a disproportionate number of nontraditional men and women anticipating the need to balance career and family. Of this group there will be few males who expect to become primary child caregivers. This leaves the nontraditional or career-oriented female with no male counterpart. Even the man who considers himself nontraditional still plans to have a full-time career of his own (Novack & Novack, 1996). It is no surprise that women find it difficult to fully commit to both a career and family. While a man can view his career and family as independent roles, a woman must view a career and family as

interdependent. Previous research suggests that women's attitudes will be more liberal than men's and both men and women expect a career and family. When we tell young women that "they can have it all", we are ignoring the role conflicts and time constraints they will face in comparison to men's career paths.

## Method

### *Participants*

A calculation of sample size based on a power of 0.8 and a small effect size of 0.35 suggests a needed sample size of 300 students from the University of North Texas. Once permission was received from the Institutional Review Board for Human Subjects, the investigator proceeded to collect data. Questionnaires were distributed to Health 2200, an undergraduate human sexuality class at the University of North Texas. This is a core requirement for the university and, therefore, is likely to be a representative, cross-section of undergraduate students at the university. An additional benefit of a core class is the enrollment of a large number of students each semester.

### *Instrumentation*

The study used two validated instruments to collect data (see Appendix). First, the Life Role Salience Scale (LRSS), designed by Amatea et al. (1986), measured role identity salience, indicating the degree to which a young adult values and commits to the marital, parental, career, and homecare roles. The LRSS consists of 40 items, with five items representing each of eight factors. The eight factors are a "role reward value" factor and a "role commitment" factor for each of the four roles: occupational, parental, marital, and home care roles. Examples of the four roles include: (occupational) "*I expect to make as many sacrifices as are necessary in order to*

*advance in my work/career*", (parental) *"My life would be empty if I never had children"*, (marital) *"I expect to work hard to build a good marriage even if it means limiting my opportunities to pursue other personal goals"*, (home care roles) *"I want a place to live, but I do not care how it looks"*. Thirty of the items were phrased in the same direction; 10 times were reversed. Each item was accompanied by five Likert-type response options: "disagree, somewhat disagree, neither disagree nor disagree, somewhat agree, agree" (Amatea et al.).

Items are scored on a 5-point scale, with higher scores reflecting agreement with an item; scores on 10 items were reversed. Eight subscale scores were obtained by summing the 5 items on the subscale. The subscale scores can range from 5 (strong disagreement with the particular value or commitment to the role to 25 (strong agreement with the particular value or commitment to the role). (Amatea et al., 1986; Beere, 1990) In a sample of 150 married couples, Cronbach coefficient alpha coefficients for the eight subscales ranged from .79 to .94 (Amatea et al., 1986). Amatea et al. found adequate convergent and discriminate validity among three samples: 434 college students, 192 female faculty members, and 150 married couples. A more recent study (Campbell & Campbell, 1995) compared married versus unmarried, parent versus non-parent, and occupational attitudes versus job performance to show construct validity for the LRSS.

Reliability alpha coefficients were obtained for the eight subscales for the current sample, with Campbell and Campbell's (1995) values in parentheses: career role value (CRV) = .60 (.69), career role commitment (CRC) = .70 (.85), parent role value (PRV) = .84 (.80), parent role commitment (PRC) = .80 (.70), marital role value

(MRV) = .87 (.87), marital role commitment (MRC) = .73 (.72), homecare role value (HRV) = .81 (.79), and homecare role commitment (HRC) = .67 (.67).

Second, the Traditional-Egalitarian Sex Role Scale (TESR) was used to measure attitudes toward traditional-egalitarian beliefs about gender roles (Larsen & Long, 1988). The scale consists of 20 items, 8 phrased to reflect an egalitarian view and 12 phrased to reflect a traditional view. Twelve items explicitly compare men and women: of the remaining items, half deal with males and half with females. Item content covers a variety of areas, including education, parental roles, marital roles, and personality traits (Larsen & Long; Beere, 1990).

Items are scored on a 5-point Likert-type and summed to equal one total score. Higher scores reflect a more egalitarian attitude. In a sample of 83 college students, split-half reliability was .85; applying the Spearman-Brown formula yielded a reliability of .91. To test the concurrent validity of the TESS, 83 students completed the TESS and Brogan and Kutner's (1976) Sex Role Orientation Scale (a measure of attitudes toward men and women's roles). The correlation between the two scales was .79 (Beere, 1990)

The third part of the questionnaire collected demographic information on the sample including gender, age, marital status, and year in school. The demographic information collected was only used to describe the sample in the current study.

### *Procedure*

A cross-sectional study was implemented to examine the relationships among gender, gender role attitudes, and anticipated commitment to career, marriage, family, and housework. The dependent variables of this study were the anticipated

commitment to career, marriage, family, and housework. These variables were measured by the Life Role Salience Scale (LRSS), which was designed by Amatea, Cross, Clark and Bobby (1986). There were two independent variables: gender role attitudes (as measured by the Traditional-Egalitarian Sex Role Scale, (TESR), designed by Larsen & Long, 1988), and gender.

The surveys were distributed on the first day of class of the Fall Semester, 2001, to avoid any biases that may form during a class of this nature. The instructor provided an extra credit bonus for students who agreed to participate in the study. However, those refusing to participate were not penalized in their course grade; they just did not receive bonus points. To encourage participation, data collection took place during class time. Potential participants were assured orally and in writing of the assurance of confidentiality and anonymity of data collection. Names of participants were not collected and no personal identification information was collected. Participants were told that they could terminate participation at any stage without penalty. The investigator was present during data collection to answer all questions from students.

#### *Data Analysis*

An independent *t*-test was conducted to examine the relationship between gender and gender role attitudes. The analysis of this relationship required the independent variable, gender role attitudes, to act as a dependent variable. The relationship between gender and the anticipated commitment to future life roles (career, marriage, family, and housework) was conducted by applying a series of (8) separate *t*-tests for each subscale. A simple correlational analysis was used to

determine the relationship between gender role attitudes and the anticipated commitment to future life roles (career, marriage, family, housework). A p value of 0.05 was used to test for statistical significance. Additional demographic information was not statistically analyzed and was only collected to help describe and delimit the sample used for this study.

## Results

Data were collected from a total of 326 students (208 females, 118 males). Of the 326 surveys, 300 (92%) were single (not married) and 320 (98%) were under the age of 30. For sampling purposes, only the results from the participants who were single and under 30 were analyzed. Two additional surveys were omitted because of incomplete data. A final total of 297 participants (187 females, 110 males) were used for this study (see Table 1). The age of the participants ranged from 17 to 29 years, with a mean age of 20.1 and a standard deviation of 1.9. This sample included students in their freshman year to the graduate level with 71.3% of them in their sophomore or junior year of college. Results will be reported by answering the three research questions.

### *1) What is the relationship between gender and gender role attitudes?*

An independent *t*-test examined gender and gender role attitudes and was significant ( $p < .01$ ,  $ES = 1.3$ ). The mean score of gender role attitudes for males was 71.4 ( $SD = 11.3$ ) and the female mean was 84.3 ( $SD = 9.3$ ) (see Table 2).

*2) What is the relationship between gender and the anticipated commitment to career, marriage, parenting, and homecare?*

The relationship between gender and the anticipated commitment to future life roles was analyzed using a series of eight independent *t*-tests (see Table 2). With an alpha level of .05, a significant gender difference was only found for the “marriage role value” (MRV) subscale ( $p < .01$ ,  $ES = .3$ ), with male’s score higher than females. Means on the MRV scale for males were 19.7 ( $SD = 4.0$ ) and females = 18.2 ( $SD = 4.7$ ). Significant gender differences were not found for the remaining subscales.

*3) What is the relationship between gender role attitudes and the anticipated commitment to future life roles (career, marriage, parenting, and homecare)?*

The relationship between gender role attitudes and the anticipated commitment to future life roles (eight subscales) was examined using a simple correlational analysis. With an alpha level of .05, only two significant correlations were found with this sample (see Table 3). The Pearson *r* between gender role attitudes and career role value was .14 ( $p < .05$ ) and  $r = -.18$  ( $p < .01$ ), for gender role attitudes and marriage role value.

## Discussion

### *Gender and Gender Role Attitudes*

A significant difference between male and female gender role attitudes was predicted and found in the current study. Females had slightly higher scores, or more liberal gender role attitudes, than males (female mean = 84.3 and male mean = 71.4). More liberal attitudes mean they favor an equal distribution of responsibilities among males and females. These results are consistent with previous research that found

women have more liberal gender role attitudes than men (Harris & Firestone, 1998; Kerpelman & Schvaneveldt, 1999; Willets-Bloom & Nock, 1994). These results suggest that when it comes to gender role attitudes, or how male and females view gender roles, females are more liberal. Today parents tell their daughters that they can be anything they want to be and encourage them to pursue careers. This socialization process leads to more liberal attitudes, however if men are also encouraged to pursue careers, it is likely that women's increased liberal career attitudes will not always lead to actual behaviors (Crittenden, 2001).

#### *Gender and Anticipated Life Roles*

While a significant difference between males and females regarding gender role attitudes was found, significant differences between gender and anticipated behavior were not found for seven of the eight subscales. These results are not surprising based on previous research (Crittenden, 2001; Kerpelman & Schvaneveldt, 1999) which found that gender role attitudes of females are more liberal than those of males, and the choices they anticipate making are similar to men's anticipated choices. In the current sample, no significant difference was found between males and females on the career and parent subscales; males' and females' anticipate both roles equally.

Because this study found a significant difference between gender and gender role attitudes and little to no significant difference between gender and anticipated life roles, a compromise may have to be reached between men and women. In other words, either females will have to become more traditional or males will have to become more liberal regarding their anticipated behavior.



The non-significant difference between gender and anticipated life roles may be an important one. There are two possible reasons for this finding. One, if both males and females want a career and a family, it is likely one will have to take time away from his/her career for childrearing. Previous research found that the majority of men and women believe it is the woman's responsibility to sacrifice her career and take the necessary time for childrearing (Crittenden, 2001; Novack & Novack, 1996). Until a reorganization of childrearing and homecare responsibilities are considered among men and women, this role conflict for women will continue to occur.

Another possible reason for the non-significant results may be that behavior intentions are not always a reliable predictor of actual behavior. Perhaps if we questioned the same females in this study 5-10 years from now, we would find that their liberal behavior intentions and gender role attitudes were quite different than their actual behavior. Other research has found that not only is behavior slow to follow changes in attitudes (Harris & Firestone, 1998), but one study found that gender attitudes between a generation of young females and their parents had not changed significantly (Schroeder et al., 1992). It may be that when the time comes for young females in the current study to actually balance all of their anticipated, "liberal" roles, they will default to the traditional female role. Whether it is the influence of the previous generation, the traditional male influence, or the structure of society, it is often still the female that gives in to the traditional role.

The only statistically significant difference between males and females regarding participants' anticipated behavior intentions was found with the "marital role value" subscale ( $p < .01$ ). It is interesting that, for this sample, males had a higher

score than females, thus they value the marital role more than females do (mean for males = 19.7, mean for females = 18.1). This finding was not expected. Previous research has found that the majority of men value their career the most and even when they consider themselves as non-traditional men, they still expect to have a full time career (Jome & Tokar, 1998).

One possible reason for males reporting a greater value in the “marital role value” scale, may be that for a male, a spouse is the key factor in having it all: meaning a career, house, children, and a relationship. Previous research has found that the majority of men believe that women should stay home with the children, and value a career over a family (Novack & Novack, 1996). Young men may view a marriage as the element necessary to achieve both a successful career and family. Career-oriented females may not agree, because as Kerpelman and Schvaneveldt (1999) reported, men who consider themselves “family-oriented” intend to have full-time jobs. It is much less likely for women to marry and have a partner who will stay home with the children, so that she can have a demanding career. Based on this sample and previous research, women must view their career and childrearing responsibilities as independent, while men anticipate viewing them as interdependent (Crittenden, 2001).

Based on previous research (Crittenden, 2001), it is not surprising that the young men in this study did not differ from women in their anticipated value and commitment to housework. Crittenden explained that it is common for young men and women to share the housework, or in this sample, anticipate sharing housework, but once a child arrives, traditional gender role attitudes take over and as other researchers have found, the woman does the majority of housework (Spain & Bianchi,

1996). Even if attitudes are slowly changing, behaviors are slow to follow. The current study results only tell us what young men intend to do regarding housework, not what they will actually do. The results of this study draw more attention to these contradictions. If the males and female in this study have similarly demanding career and family goals, but different gender role attitudes, it is not surprising this leads to conflicting results when actual behavior is assessed. Either the male in this sample will have to become more liberal in their gender role attitudes or women will have to become more traditional with their behavior.

#### *Gender Role Attitudes and Anticipated Life Roles*

Only two weak significant correlations were found between gender role attitudes and anticipated life roles. A positive significant correlation between gender role attitudes and career role value was found ( $r = .13$ ). In other words, the more liberal your gender role attitudes are, the more you value a career or vice versa. A negative significant correlation was found between gender role attitudes and marital role value ( $r = -.18$ ). In other words, the more liberal your gender role attitudes, the less you value the marriage role or vice versa. Since no significant correlations were found for the remaining subscales, participants may have formed a general attitude toward gender roles, but simultaneously anticipate completely different life roles for themselves (Harris & Firestone, 1998). For example, males and females can have a liberal attitude toward females in the workplace, but both anticipate that, in their case, the female will sacrifice her career to stay home with their children. These differing attitudes and behavior intentions may explain why few correlations were found in the current study.

It is important to highlight some of the potential limitations of this study.

1) Because data was obtained through a self-reported written survey, it could be biased as students may be inclined to provide socially acceptable responses. However, because the survey was anonymous and voluntary, this bias was minimized. 2) Because the sample was drawn from one college class, it could not be generalized to the entire student population. However, since this class is a university core course, which potentially draws from the entire undergraduate population, it could provide valuable insights into the attitudes of students enrolled on campus. 3) Because the sample came from students enrolled in a college sexuality course, it could inadvertently select those students who are less traditional and more permissive in their sexual and gender attitudes. Data collection occurred at the beginning of the course before formal instruction on sexuality has occurred to minimize the influence of course content. 4) The sample was limited to undergraduate students and therefore does not comment about the attitudes of older, graduate students. 5) The geographic location of the University of North Texas may not reflect students' gender role attitudes nationwide.

### Conclusion and Future Research

Although gender differences were found regarding gender role attitudes, few differences were found between gender for anticipated life roles. If both men and women anticipate a career and family, a reorganization of responsibilities must occur to allow women to have the same opportunity to pursue a career and have a family. If men and women continue to view childrearing responsibilities and homecare as

women's work, females will not truly have the same chance as men to have a family and demanding career.

As one study suggested (Kerpelman & Schvaneveldt, 1999), it is possible that liberal attitudes of the females may be a result of them not being fully aware of how difficult balancing these roles will be in the future. This study, along with previous studies, suggests the need for future research to compare gender role attitudes and anticipated life roles before and after a class or intervention on gender issues. Perhaps we would learn that by simply exposing young adults to a more accurate picture of what the anticipated life roles look like and how difficult they are to balance, both men and women could balance life role responsibilities more equally.

It would also be interesting for future researchers to survey young adults about their gender role attitudes and anticipated life roles and then conduct a follow-up several years later to determine how accurate these anticipations were. For example, in this sample, no significant differences were found between genders regarding their anticipated value and commitment to housework, yet most of the current research concludes that men continue to do significantly less housework than women. If a follow-up study were completed, we could determine if these college males were really changing regarding their attitudes toward housework or if their attitudes do not reflect their actual behavior. Perhaps this would provide a better explanation for the differences between young women's liberal behavior intentions and actual conservative behavior regarding the future life roles (career, parent, marital, and homecare).

Future research should also include a more diverse sample. This might include young adults who are closer to or currently making these life decisions and those who have already made these life decisions, which may provide a more realistic sample.

Table 1. Description of Sample

Gender	N	Percent
Females	187	63
Males	110	37
Year in School		
Freshman	54	18.2
Sophomore	132	44.4
Junior	80	26.9
Senior	30	10.1
Graduate Student	1	0.3
Marital Status		
Single	297	100
Age		
17	4	1.3
18	43	14.5
19	93	31.3
20	77	25.9
21	33	11.1
22	16	5.4
23	14	4.7
24	4	1.3
25	4	1.3
26	5	1.7
27	2	0.7
28	1	0.3
29	1	0.3

Mean Age=20

SD = 1.9

Table 2. T-tests for Gender, Gender Role Attitudes, Gender, and Anticipated Life Roles (Career, Marriage, Parent, Homecare)

	<u>Gender</u>	<u>Mean</u>	<u>SD</u>	<u>Sig.(2-tailed)</u>
Gender Role Attitudes	Female	84.3	9.3	0.01*
	Male	71.4	11.3	
Career Role Value	Female	20.3	2.5	0.29
	Male	20.0	2.9	
Career Role Commitment	Female	17.9	3.0	0.33
	Male	18.3	3.0	
Parent Role Value	Female	20.7	4.2	0.40
	Male	21.1	3.2	
Parent Role Commitment	Female	20.2	4.0	0.77
	Male	20.0	2.9	
Marital Role Value	Female	18.2	4.7	0.01*
	Male	19.7	4.0	
Marital Role Commitment	Female	20.3	3.3	0.30
	Male	20.7	2.8	
Home Role Value	Female	20.4	2.9	0.48
	Male	20.7	3.4	
Home Role Commitment	Female	19.8	2.6	0.14
	Male	19.3	2.6	

N (females) = 187. n (males) = 110

\*p < .05



Table 3. Correlations for Gender Role Attitudes and Anticipated Life Roles

<u>LRSS Subscales</u>	<u>Gender Role Attitudes-Correlations</u>
Career Role Value	0.14*
Career Role Commitment	0.07
Parent Role Value	0.01
Parent Role Commitment	0.02
Marital Role Value	-0.18**
Marital Role Commitment	-0.01
Homecare Role Value	-0.08
Homecare Role Commitment	0.07

n = 287

\*p < .05. \*\* p < .01

## Appendix

Each item below is an attitude statement about gender roles or behavior intentions. There are no right or wrong answers. You may agree or disagree with each statement. Next to each statement is a scale that ranges from strongly agree (SA) to strongly disagree (SD). For each item, please circle the response corresponding to the degree to which you agree or disagree with each statement. The questionnaires are completely anonymous. Do not write your name on the questionnaires. Please make sure that you answer each item and that you choose only one answer per item.

Scale definition: (SA) Strongly Agree	(A) Agree	(U) Undecided	(D) Disagree	(SD) Strongly disagree
(1)	(2)	(3)	(4)	(5)

<b>1. Having work/a career that is interesting and exciting to me is my most important goal.</b>	<b>SA (1)</b>	<b>A (2)</b>	<b>U (3)</b>	<b>D (4)</b>	<b>SD (5)</b>
<b>2. I expect my job/career to give me more real satisfaction than anything else I do.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3. Building a name and reputation for myself through work/a career is not one of my life goals.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4. It is important to me that I have a job/career in which I can achieve something of importance.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5. It is important to me to feel successful in my work/career.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6. I want to work, but I do not want to have a demanding career.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7. I expect to make as many sacrifices as are necessary in order to advance in my work/career.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8. I value being involved in a career and expect to devote the time and effort needed to develop it.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

	<b>SA</b> <b>(1)</b>	<b>A</b> <b>(2)</b>	<b>U</b> <b>(3)</b>	<b>D</b> <b>(4)</b>	<b>SD</b> <b>(5)</b>
<b>9. I expect to devote a significant amount of time to building my career and developing the skills necessary to advance in my career.</b>					
<b>10. I expect to devote whatever time and energy it takes to move up in my job/career field.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11. Although parenthood requires many sacrifices, the love and enjoyment of children of one's own are worth it all.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>12. If I chose not to have children, I would regret it.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>13. It is important to me to feel I am (will be) an effective parent.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>14. The whole idea of having children and raising them is not attractive to me.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>15. My life would be empty if I never had children.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>16. It is important to me to have some time for myself and my own development rather than have children and be responsible for their care.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>17. I expect to devote a significant amount of time and energy to the rearing of children of my own.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>18. I expect to be very involved in the day-to-day matters of rearing children of my own.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>19. Becoming involved in the day-to-day details of rearing children involves costs in other areas of my life which I am unwilling to make.</b>	<b>SA (1)</b>	<b>A (2)</b>	<b>U (3)</b>	<b>D (4)</b>	<b>SD (5)</b>
<b>20. I do not expect to be very involved in childbearing.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>21. My life would seem empty if I never married.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>22. Having a successful marriage is the most important thing in life to me.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>23. I expect marriage to give me more real personal satisfaction than anything else in which I am involved.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>24. Being married to a person I love is more important to me than anything else.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>25. I expect the major satisfactions in my life to come from my marriage relationship.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>26. I expect to commit whatever time is necessary to making my marriage partner feel loved, supported, and cared for.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>27. Devoting a significant amount of my time to being with or doing things with a marriage partner is not something I expect to do.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>28. I expect to put a lot of time and effort into building and maintaining a marital relationship.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>29. Really involving myself in a marriage relationship involves costs in other areas of my life, which I am unwilling to accept.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

	<b>SA (1)</b>	<b>A (2)</b>	<b>U (3)</b>	<b>D (4)</b>	<b>SD (5)</b>
<b>30. I expect to work hard to build a good marriage even if it means limiting my opportunities to pursue other personal goals.</b>					
<b>31. It is important to me to have a home of which I can be proud.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>32. Having a comfortable and attractive home is of great importance to me.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>33. To have a well run home is one of my life goals.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>34. Having a nice home is something to which I am very committed.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>35. I want a place to live, but I do not really care how it looks.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>36. I expect to leave most of the day-to-day details of running a home to someone else.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>37. I expect to devote the necessary time and attention to having a neat and attractive home.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>38. I expect to be very much involved in caring for a home and making it attractive.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>39. I expect to assume the responsibility for seeing that my home is well kept and well run.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>40. Devoting a significant amount of my time to managing and caring for a home is not something I expect to do.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>41. It is just as important to educate daughters as it is to educate sons.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

	<b>SA (1)</b>	<b>A (2)</b>	<b>U (3)</b>	<b>D (4)</b>	<b>SD (5)</b>
<b>42. Women should be more concerned with clothing and appearance than men.</b>					
<b>43. Women should have as much sexual freedom as men.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>44. The man should be more responsible for the economic support of the family than the woman.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>45. The belief that women cannot make as good supervisors or executives as men is a myth.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>46. The word “obey” should be removed from the wedding vows.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>47. Ultimately a woman should submit to her husband’s decision.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>48. Some equality in marriage is good, but by and large the husband ought to have the main say-so in family matters.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>49. Having a job is just as important for a wife as it is for her husband.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>50. In groups that have both male and female members, it is more appropriate that leadership positions be held by males.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>51. I would not allow my son to play with dolls.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>52. Having a challenging job or career is as important as being a wife and mother.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>53. Men make better leaders.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>54. Almost any woman is better off in her home than in a job or profession.</b>	<b>SA (1)</b>	<b>A (2)</b>	<b>U (3)</b>	<b>D (4)</b>	<b>SD (5)</b>
<b>55. A woman's place is in the home.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>56. The role of teaching in the elementary schools belongs to women.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>57. The changing of diapers is the responsibility of both parents.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>58. Men who cry have weak character.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>59. A man who has chosen to stay at home and be a househusband is not less masculine.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>60. As head of the household, the father should have the final authority over the children.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Demographic Information** (Circle your responses)

What is your gender?      1) Female                              2) Male

What is your age? \_\_\_\_\_

**Year in School:**

1) Freshman      2) Sophomore      3) Junior      4) Senior      5) Graduate Student

**Marital Status:**

1) Single (never married)    2) Married    3) Divorced    4) Widowed  
5) Other \_\_\_\_\_

Please write you mother's maiden name and the last four digits of your current phone number: \_\_\_\_\_ - \_\_\_\_\_  
*Mother's maiden name      Last 4 digits phone number*

*(For example, if my mother's maiden name was Johnson and my phone number was 940-564-2080, I would write Johnson2080) Do NOT write your name on this survey.*



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